



State of Iowa's Alternate Assessment Support Webinar

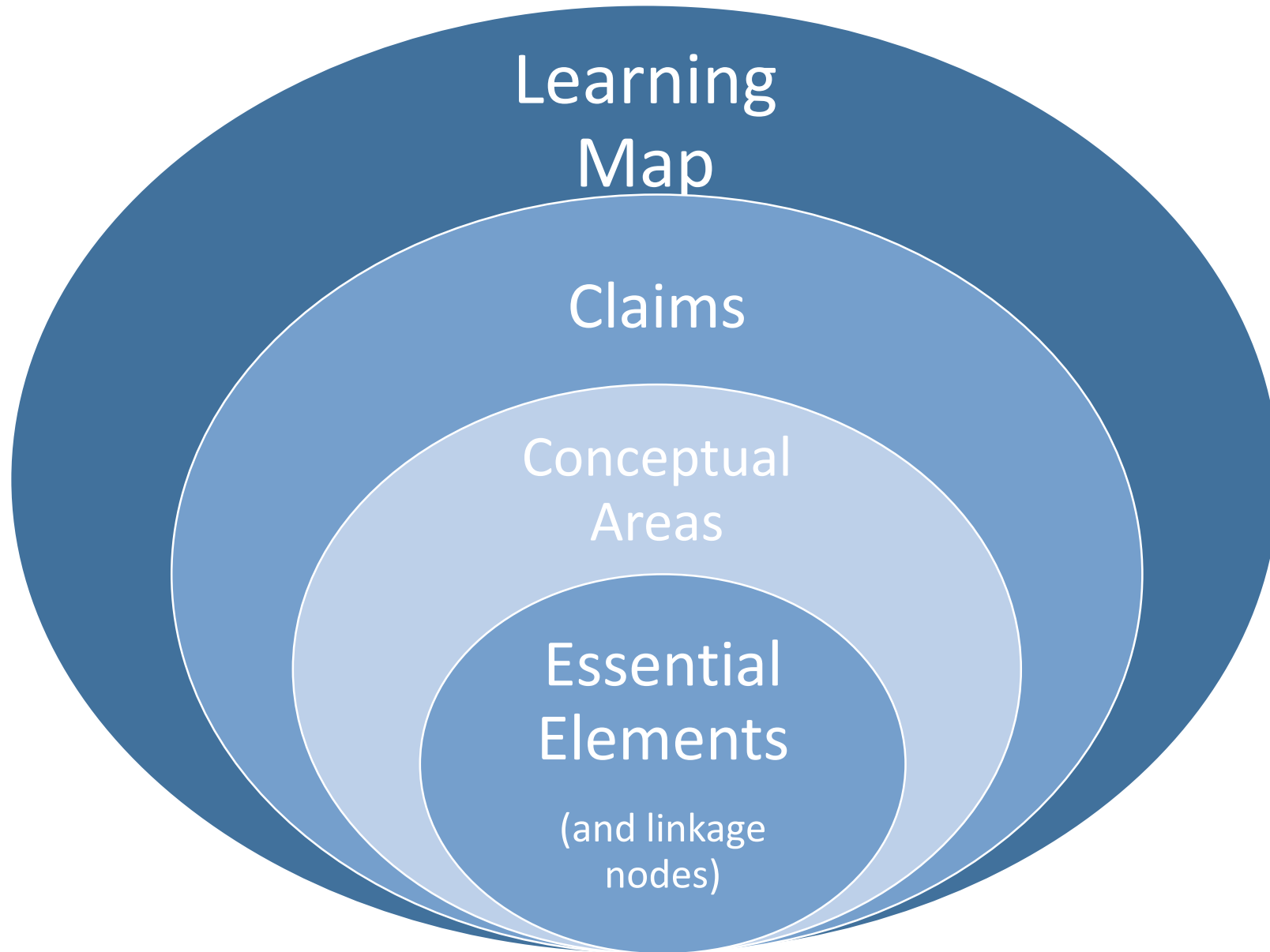
DLM Score Reports 2014-2015

October 2015

Outcomes for Today

- Attendees will become familiar with:
 - Organization of the DLM Alternate Assessment System and Relationship To Score Reports
 - How Results are Generated
 - How Scores are Calculated
 - Standard Setting and Performance Levels
 - Score Reports
 - Individual score reports
 - Class score reports
 - School score reports
 - District score reports
 - Resources to Assist Interpretation of the Score Reports
 - Educator Supports

Organization of the DLM Alternate Assessment



English Language Arts

Major Claims

Conceptual Areas

Claim 1. Students can comprehend text in increasingly complex ways

CA1.1 Determining critical elements of text

CA1.2 Constructing understandings of text

CA1.3 Integrating ideas and information from text

Claim 2. Students can produce writing for a range of purposes and audiences

CA2.1 Using writing to communicate

CA2.2 Integrating ideas and Information in writing

Claim 3. Students can communicate for a range of purposes and audiences

CA3.1 Using language to communicate with others

CA3.2 Clarifying and contributing to discussion

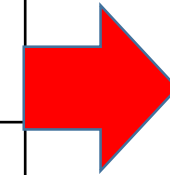
Claim 4. Students can investigate topics and present information

CA4.1 Using sources and information

CA4.2 Collaborating and presenting ideas



State of Iowa's
Test Blueprint
*Tested
Essential
Elements*



Mathematics

Major Claims

Conceptual Areas

Claim 1. Students demonstrate increasingly complex understanding of number sense.

M.C1.1 Understand number structures (counting, place value, fraction)

M.C1.2 Compare, compose, and decompose numbers and sets

M.C1.3 Calculate accurately and efficiently using simple arithmetic operations

Claim 2. Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

M.C2.1 Use operations and models to solve problems

M.C2.2 Understand patterns and functional thinking

Claim 3. Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

M.C3.1 Understand and use geometric properties of two- and three-dimensional shapes

M.C3.2 Solve problems involving area, perimeter, and volume

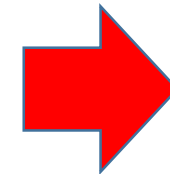
Claim 4. Students demonstrate Increasingly complex understanding of measurement, data, and analytic procedures.

M.C4.1 Understand and use measurement principles and units of measure

M.C4.2 Represent and interpret data displays



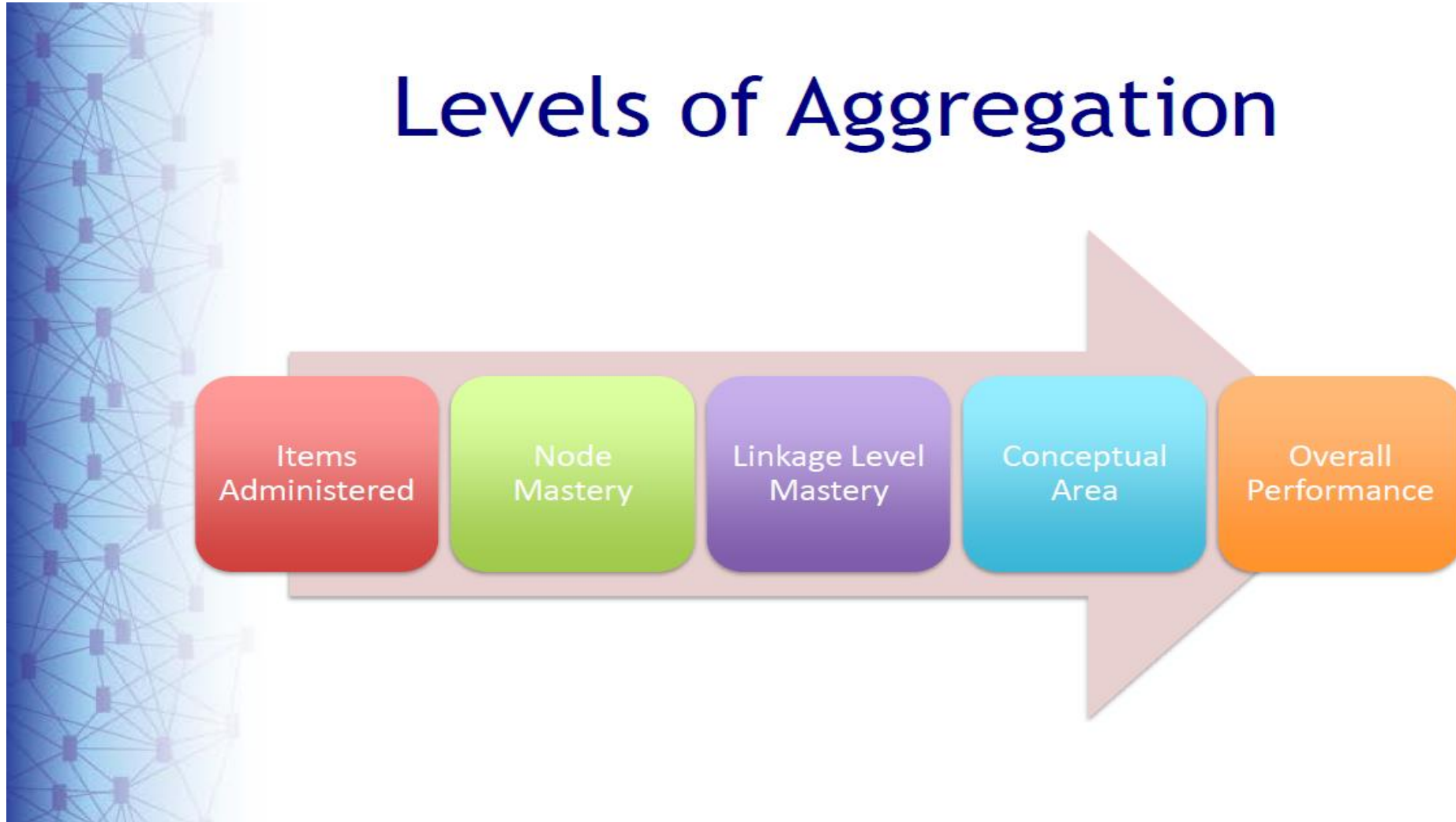
State of Iowa's
Test Blueprint



*Tested
Essential
Elements*

How Results Are Generated

Levels of Aggregation



How Scores Are Calculated

- DLM results are not based on raw or scale scores; all results are calculated using an approach called diagnostic classification modeling, or cognitive diagnostic modeling.
- This approach determines whether the student showed mastery of specific skills.
- Based on the evidence from the DLM assessments, the student either mastered or did not master the skill.
- For each Essential Element tested, a student may master up to five skills at different levels, called linkage levels.
- The student's overall performance in the subject is based upon the number of linkage levels mastered across the tested Essential Elements.

Standard Setting and Performance Levels

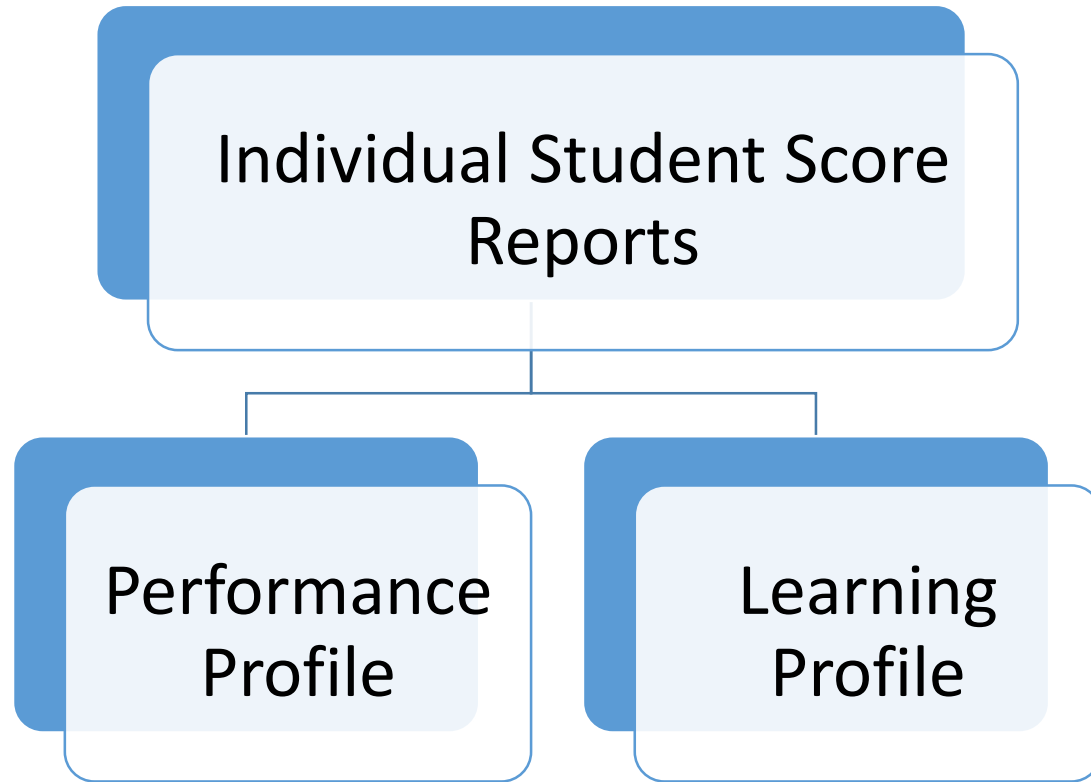
- Standard Setting, the process used to determine cut scores for proficiency allowed us to look at patterns of number of linkage levels masters across tested Essential Elements, to which cut points were applied to define categories of student performance.

Performance Levels

This performance is reported using the four performance levels chosen by the consortium:

- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Individual Student Score Reports



The Performance Profile, which summarizes skill mastery for each conceptual area and for the subject overall
and

The Learning Profile, which reports specific skills mastered for each tested Essential Element

Individual Student Year-End Report Learning Profile



NAME: Susie Smith
SUBJECT: English Language Arts
REPORT DATE: 10-08-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

YEAR: 2014-15
GRADE: 4

Susie's performance in 4th grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4th grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4th grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

Area	Essential Element	Level				
		1	2	3	4 (Target)	5
ELA.C1.1	ELA.RL.4.1	Identify familiar people, objects, places, or events	Identify character actions in a familiar story	Identify character actions	Recount events in a story using details	Recount the key details of a story
ELA.C1.1	ELA.RL.4.3	Understand object names	Identify concrete details in a familiar story	Identify characters, setting, and major events	Describe characters in a narrative	Describe characters, setting, and events
ELA.C1.1	ELA.RL.4.5	Identify familiar people, objects, places, or events	Name or identify objects in pictures	Identify the beginning, middle, and end of a familiar story	Identify story characteristics	Identify story elements that change
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text

Levels mastered this year
No evidence of mastery on this Essential Element
Essential Element not tested

Individual Student Year-End Report Performance Profile



NAME: Susie Smith
SUBJECT: English Language Arts
REPORT DATE: 06-10-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

YEAR: 2014 — 15
GRADE: 3
STATE ID: 08691

Overall Results

Grade 3 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Susie has mastered 32 of those 85 skills during the 2014-15 school year. Overall, Susie's mastery of English language arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in her Learning Profile.



- EMERGING:** The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- APPROACHING TARGET:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- AT TARGET:** The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- ADVANCED:** The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Conceptual Areas

Determining critical elements of text



Constructing understandings of text



Integrating ideas and information from text



Using writing to communicate



Hints for Interpreting the Learning and Performance Profiles

- All DLM Consortium Essential Elements are listed within the student learning profile, not just the Essential Elements found within the State of Iowa's Test Blueprint.
- Inform parents and share with them the Essential Elements required by the State of Iowa

Hints for Interpreting the Learning and Performance Profiles

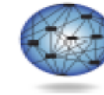
- Remember that the judgment of mastery is based on what the student demonstrated on the DLM assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students will perform at the target level, and that is to be expected.
- The number of skills mastered does not mean that a student answered a certain percent of items correctly.

Hints for Interpreting the Learning and Performance Profiles

- The amount of white space does not necessarily reflect a lack of instruction.
- DLM is designed so students may be instructed at a linkage level that is an appropriate level of challenge for them.
- Students with significant cognitive disabilities have a variety of educational goals.
- Academics are one part of their educational program.
- Teachers provide instruction beyond what is reflected in the student's DLM profile, including other academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).

Classroom and School Level Score Results

End of Year Report Class Results



DYNAMIC
LEARNING MAPS

TEACHER NAME: Alissa Streeter

SCHOOL: DLM SCHOOL couldbe 30characters

DISTRICT: DLM DISTRICT

YEAR: 2014-15

REPORT DATE: 06-10-2015

STATE: DLM State

Student Name	Grade	English Language Arts				Mathematics			
		EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Daly, Aaron	8	17	4	42	Emerging	15	2	33	Emerging
Daly, Tabitha	8	17	4	42	Emerging	15	2	33	Emerging
Sigler, Eleanor	6	16	12	47	At Target	11	5	37	Approaching Target
Sigler, Ronnie	6	16	12	47	At Target	11	5	37	Approaching Target
Sigler, Terrence	6	16	12	47	At Target	11	5	37	Approaching Target
Simpson, Zita	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Albert	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Benjamin	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Carl	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, David	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Earl	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Frank	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Gerald	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Harry	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Ingrid	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Jessie	8	17	4	42	Emerging	15	2	33	Emerging

Final District Results



DYNAMIC
LEARNING MAPS

DISTRICT: LAMAR RE 2
STATE: Colorado

YEAR: 2014-15

English Language Arts

Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	1	1	0	0	0	0%
5	2	2	0	0	0	0%
8	3	1	0	1	1	67%
10	2	1	0	1	0	50%
11	1	0	0	0	1	100%

Mathematics

Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	1	1	0	0	0	0%
5	2	2	0	0	0	0%
8	3	1	2	0	0	0%
10	2	1	1	0	0	0%
11	1	0	0	1	0	100%

Hints for Interpreting the Class and School Results

- Students appear in the School Results based on the roster and school where they were assessed. This may not be the same school where they are counted for accountability purposes.
- If a student was on more than one roster, the student appears once for each roster (one column for ELA and one column for math).
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not counted in these results.

Hints for Interpreting the Class and School Results

- Remember that the judgment of skill mastery is based on what the student demonstrated on the Dynamic Learning Maps assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the target level, and that is to be expected.
- These results only provide a summary of overall performance in the grade/subject. More useful information for instructional planning is located in each student's Learning Profile.

District Level Results

- The Final District Results provides one table for each subject: one for English language arts and one for mathematics.
- Each table contains a row that shows the number of students tested at each grade level and the number of those who were at each performance level in the subject.
- The last column indicates percent of students at the Target or Advanced levels

Hints for Interpreting District Level Results

- Student results are reported for the district where they were assessed. This may not be the same district where they are counted for accountability purposes.
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not counted in these results.
- Both of these results provide a high-level summary of students at the district or state level. More useful information for instructional planning is located in each student's Learning Profile.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the target level, and that is to be expected.

Resources to Support Interpretation

- Superintendent Parent Letter
- Teacher Parent Letter
- Teacher Brochure
- Teacher Guide for Parents
- Parent Interpretive Guide
- Score Reporting Guide for Administrators

Resources to Support Assessment Administration

- IDE Iowa Alternate Assessment Webpage:

<https://www.educateiowa.gov/pk-12/special-education/assessment-testing/iowa-alternate-assessment-1-iaa>

- State of Iowa's DLM Webpage:

<http://dynamiclearningmaps.org/iowa>

Educator Supports

- Connect with your AEA or UEN Significant Disabilities Coordinator
- Participate in the Framework for Effective Instruction Professional Learning Opportunities
 - AEA and District Staff
- Administrative Support
 - PD Structure to Professional Learning Opportunities
 - Ongoing coaching



Contact Information

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